



Strengthening Core Understanding of Special Education

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Objective

Provide CSA Coordinators, CPMT and FAPT members with information pertaining to special education and its relationship with CSA.

Pretest

Let's see what you already know
about Special Education...



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Federal and State Regulations

- Individuals with Disabilities Education Improvement Act, IDEA (P.L. 108-446)
- Regulations Governing Special Education Programs for Children with Disabilities in Virginia, January 25, 2010

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What is Special Education?

- Specially designed instruction,
- No cost to the parent,
- Meets the unique needs of a child with a disability in all settings (classroom, home, hospitals, institutions, etc)

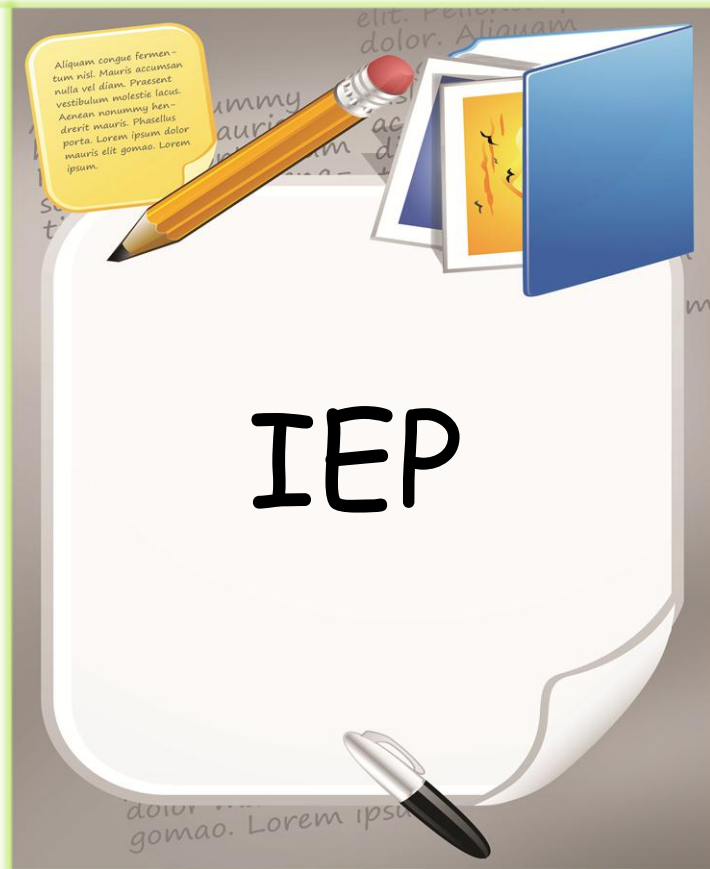
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Key Components of Special Education

- IEP - Individualized Education Program
- LRE - Least Restrictive Environment
- FAPE - Free Appropriate Public Education

IEP

- Written statement for a child with a disability
- Developed, reviewed, revised in a team meeting
- Specifies needs
- Specifies special ed and related services
- Requires parent signature



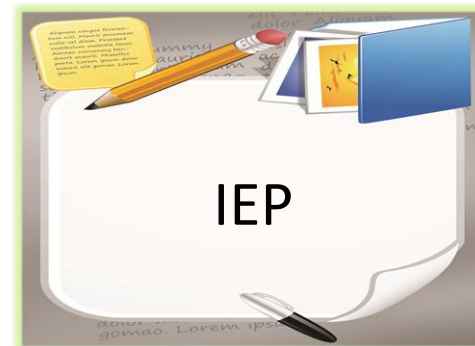
LRE

- Removed only from public school when nature or severity of disability cannot be achieved satisfactorily in public school.



FAPE

- Provided at public expense, public supervision and direction, without cost to parent;
- Meets the standards of the Virginia Board of Education;
- Appropriate preschool, elementary, middle or secondary school
- Provided in conformity with an IEP



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Responsibility of School Division

- Conducts evaluations for eligibility
- Ensures IEPs are implemented (public & private)
- Pays for:
 - IEP services and supports (public)
 - Homebound services
 - Regional special education programs
 - Tuition to another public school
 - Transportation to implement IEP (private setting)

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Responsibility of FAPT

- When IEP calls for private day or residential:
 - Recommends funding/payment
 - Collects data required for reporting
 - Considers child/family needs beyond IEP
 - Collects data for utilization review
 - Assures coordination of services
 - Cannot request or suggest changes to IEP

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Out of Jurisdiction Placements: CPMT and School Division Responsibility with Day or Residential Placements

- Ensures child's special education needs are considered.
- If IEP specifies public school...receiving school division IEP team determines if they can implement IEP as written; OR makes appropriate changes to implement IEP.
- If receiving division determines child's needs cannot be met in their division: school division on placing CPMT team determines appropriate placement.



QUESTIONS

